THE COMMUNICATIONS TRAINING OFFICER TRAINING GUIDE

(A Model Communications Training Officer Program)

1997

THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

California Commission on Peace Officer Standards and Training

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THE MISSION OF THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING IS TO CONTINUALLY ENHANCE THE PROFESSIONALISM OF CALIFORNIA LAW ENFORCEMENT IN SERVING ITS COMMUNITIES

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FOREWORD

The CTO (Communications Training Officer) Training Guide has been developed with the needs of the trainee, trainer, supervisor and organization in mind.

This guide will provide the CTO with reference material to prepare for and to use during on-the-job training. The roles and responsibilities of the trainee, trainer and supervisor are included as a guide for the development of a CTO Program. Techniques for effective training will be discussed and suggested criteria for the evaluation and documentation of trainee performance will be outlined. In addition, methods for counseling and presenting a performance evaluation are provided, as well as a suggested training plan for the trainee receiving on-the-job training.

The guide may be used to supplement an existing program or as a model for development of an agency specific training guide. It is designed to be flexible and should be customized as required for agency needs. For example, this guide provides Observation Reports but does not indicate "Daily" or "Weekly," this would be an individual agency policy decision.

Kenneth J. O'Brien

KENNETH J. O'BRIEN
Executive Director

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USE OF THE CTO TRAINING GUIDE

The dispatcher training program is carefully planned to expose the new employee to a comprehensive span of public safety communications experiences during the training period. It is essential for training to be consistent in its presentation to assure all new employees are provided with the same procedures, policies, and expectations.

The CTO Training Guide:

- Provides a guide for the trainee.
- Prevents duplication of training when more than one trainer is utilized.
- Includes a check list to assure the trainee has received training and demonstrated competence in the skills necessary to function independently.
- Assures consistency in the information presented.
- Provides a format for tracking the progress of the trainee.

The Training Guide has also been developed to assist the trainer in preparing the trainee to adequately and safely serve both the agency and the public. The categories of instruction listed in the Training Guide include basic skills, tasks, and information which the agency expects the dispatchers to know and perform. These include knowledge of:

- Basic radio procedures and radio codes.
- Local geography of the jurisdiction, including boundaries, surrounding jurisdictions, beats, street-numbering system, primary highways and roadways.
- Commonly used sections of the California Penal Code, Motor Vehicle Code, Municipal Code, Health & Safety Code, and other related statutes, recognition of which are important to the dispatch function.
- Basic organizational structure of the agency, including the primary responsibilities, duties, and limitations of the various bureaus and details.
- Basic organizational structure of local government, with primary emphasis on those departments which provide direct services to the public, i.e., the Water Department, Human Services, and the Fire Department.
- All other law enforcement agencies available by radio, as well as the capabilities of the local jurisdictions.

- The location, capabilities, and limitations of privately owned companies and personnel who provide regular support functions to the agency, i.e., towing companies, ambulance companies, blood alcohol testing technicians, computer maintenance, and radio equipment service personnel.

- The capabilities and efficient operation of the electronic and micro-processing equipment used in communications, the 9-1-1 system, the automated data terminal, the teleprinter, and other related informational systems and equipment.

- Current operational procedures, special orders, policies, memos, resource and reference materials directly related to the communications function.

- Telephone interview and information gathering techniques, in order to ensure the rapid and accurate collection and dissemination of required information.

It is essential to the success of any training program that all trainers receive appropriate training to ensure their instruction conforms to departmental policy, and their level of performance is consistent with the proficiency and expected standards of the department.

DUTIES AND RESPONSIBILITIES

TRAINEE

Upon entering the training program, it is important for the trainee to understand the following responsibilities and requirements. The trainee shall:

- Be prepared to learn.
- Be prepared for all training assignments and complete them in a timely manner.
- Follow agency policy and procedures.
- Be receptive of performance feedback and make every effort to improve.
- Apply themselves to learning and performing the required tasks within acceptable standards.

TRAINER (CTO)

The trainer is the essential person in a key position to ensure the goals of the training and evaluation process are met. Specifically, this calls for the training and development of the trainee to the point where the trainee is capable of performing the job related duties with skill, efficiency, and professionalism. The trainer is responsible for:

■ PROVIDING INSTRUCTION

The trainer is responsible for providing on-going training, while utilizing innovative techniques and practical application. The trainer must constantly encourage the trainee to practice and master difficult tasks, while maintaining a motivational environment that is conducive to learning. When confronted with an unfamiliar situation or question, it is incumbent upon the trainer to include the trainee in the problem solving process. Every effort should be made and every resource utilized to assist the trainee in overcoming any difficulties experienced during the training program. The trainer must provide training in the areas covered in the Critical Task Book and any other agency specific requirements.

■ OBJECTIVELY EVALUATING PERFORMANCE COMPARED TO AGENCY STANDARDS.

The trainer will strive to make the evaluation process a positive learning experience.

As an evaluator, the trainer must have, or develop through training, the requisite skills necessary to become a reliable and effective evaluator. They must submit objective observation reports/evaluations based on the trainee's performance and conduct, using their agency's performance standards, rather than personality traits. The trainer is responsible for identifying and documenting areas in which the trainee should be afforded additional or remedial training. Observation reports/evaluations must be completed in a timely, efficient manner that provides the trainee and supervisors with immediate feedback and documentation of the trainee's performance.

- **BEING A POSITIVE ROLE MODEL**

  Trainers must conduct themselves in a professional manner and strive to be an above standard employee. They must teach and follow agency policy and procedures. Trainers should set an example by virtue of their knowledge, demeanor, and appearance. Remember, the trainee will reflect what they are taught and the conduct they observed.

  The trainer must not only possess the skills required to perform the job, but must also have the ability to impart their knowledge in a logical and reasonable manner. They must be patient enough to allow the trainee to perform the task, even if the trainer could easily complete the task faster and more efficiently. Additionally, the trainer must remain composed during situations when the trainee is having difficulty performing a task or grasping an idea.

  Trainers are expected to demonstrate and maintain a high standard of personal and professional conduct in the relationship between the trainer and the trainee. It is imperative for the trainer to remember trainees are usually impressionable and frequently emulate the conduct and personality of the trainer. Above all, the trainer's integrity and honesty must be above reproach.

- **COMPLETING THE APPROPRIATE SECTIONS OF THE CRITICAL TASK BOOK**

  The trainer is responsible for ensuring all appropriate sections of the Critical Task Book have been discussed, demonstrated, and completed during the allotted time frame. The immediate supervisor will be notified if the trainer is unable to complete the necessary sections of the Critical Task Book.

- **FIRST LINE SUPERVISION OF TRAINEE AND KEEPING THE SUPERVISOR ADVISED OF TRAINING PROGRESS**

  Supervisors and trainers will always attempt to set a positive training atmosphere for the trainee in which learning is maximized and the trainee will be able to perform to the best of their ability. The trainer must ensure any stressors encountered by the trainee are the result of unavoidable radio or telephone situations and not the result of inappropriate comments or actions from others.

- **MAKING A PERSONAL COMMITMENT TO THE PHILOSOPHY OF TEACHING**

  The trainer will keep the training philosophy in mind at all times. Trainers will make every effort to train and direct in ways that maximize the opportunity for the trainee to succeed. They must ensure each trainee receives the maximum opportunity to show they can do the job. They must realize training is the first priority and evaluation is secondary.

TRAINER/TRAINEE RELATIONSHIP

The relationship between the trainer and the trainee will be as a teacher/student and/or supervisor/subordinate relationship. As part of this relationship, the following is expected:

- The trainer will establish effective working relationship based on mutual respect.
- Objectivity will be maintained at all times. The trainer must maintain credibility and integrity with regard to their involvement with the trainee in social and professional settings.
- Trainers will guard against preconceived ideas and remain objective when evaluating trainees.
- Whenever possible, the trainer will praise in public and correct in private.
- Trainers will not make discriminatory, sexist, sexual remarks or inappropriate advances toward any trainee and will comply with policies and procedures established by their respective department or agency. Trainees will not be harassed, intimidated, intentionally embarrassed, or treated in a demeaning manner. Name calling or use of derogatory terms by the trainer is not acceptable.

SUPERVISOR

The supervisor has the dual role of supervising the day-to-day operations and personnel assigned to communications, as well as monitoring the trainer and the trainee. They are responsible for maintaining the integrity of the training process and providing rewards and discipline as warranted.

The supervisor has the following roles:

- ***OBSERVER*** **-** The supervisor is responsible for overseeing the trainer's work and the trainee's progress. As an observer, the supervisor will ensure the trainer maintains objectivity. Should a loss of objectivity arise, the supervisor will counsel the trainer in a timely fashion. When exceptional or marginal progress is identified, the supervisor will ensure the trainer has sufficient supporting documentation.

- ***EVALUATOR*** - The supervisor will communicate with the trainer and trainee on a regular basis. This is essential for positive motivation, employee development, and accurate evaluation. The supervisor is also responsible for evaluating the performance of the trainer, ensuring performance is held to the highest standard. Evaluations of the trainer's performance shall be based on interaction with the trainee, conversations with the trainer, review of all related training materials, and supervisor's observations. The supervisor will review the trainer's evaluations for content, neatness, attention to detail, punctuation, and grammar. They will also ensure the trainer is providing training in accordance with the training program guidelines and agency policies and procedures.

- ***RESOURCE*** - While trainers may be charged with the preparation and presentation of in-service training, the supervisor must be capable of providing assistance and advice to the trainers in these areas. The supervisor will make every effort to assist the trainer by allotting the time and resources required to accomplish the necessary training.

- ***REVIEWER*** - The supervisor must routinely review the training program for necessary revision and reorganization.

INSTRUCTIONAL PROCESS

To impart skill and knowledge to others trainers must answer three important questions in the following order:

1. What should be taught?

2. What materials and procedures will work best?

3. How will we know when information has been learned?

WHAT SHOULD BE TAUGHT?

The CTO Training Guide and Critical Task Book have specific tasks outlined relating to the communications function. The trainer should have a learning goal every day. A review of the content should be performed and learning objectives established with a reasonable time frame. For example, "We are going to learn the 10 Code. We have three days to learn the codes. At the end of the three days, you will be quizzed to measure your competence."

Learning objectives should be clear, attainable, and measurable. The objectives must be communicated to the trainee and they must fully understand them. A clearly stated objective succeeds in communicating to the trainee a visual conception of a successful trainee's skills. Objectives are fully realized only when the trainee can demonstrate competence. A statement of specific objectives is not sufficiently explicit unless it indicates how the instructor intends to measure competence. The trainer must describe what the trainee will be asked to do to demonstrate their proficiency. The statement that communicates best will be one that describes the expected behavior of the trainee. Such a statement should identify and define the desired behavior, as well as specify the criteria of acceptable performance.

The individualized instructional technique must be goal-oriented and there must be a clear definition of what the trainee will be able to do after the training.

WHAT MATERIALS AND PROCEDURES WORK BEST?

There is no magic formula to determine the most effective teaching technique for a specific subject. The use of a variety of techniques including videotape, audiotape, practical demonstration and application, programmed texts, and lecture have been found to be very effective.

Research reveals that participation is more effective than observation. The more a person participates in an activity, the better they become at handling the demands of the activity, providing their responses are accompanied by objective critiques. If participation is to be most effective, trainees should acquire basic knowledge prior to on the job training.

Because individuals learn at different speeds, standardized programs can hold some trainees back while others move ahead. Self-paced, individualized programs of instruction are a method for overcoming the difference in learning rates.

HOW DO WE KNOW WHEN THE INFORMATION HAS BEEN LEARNED?

Trainers should plan training, discussions, and individualized programs carefully. Well thought out lesson plans, utilizing visual aids and demonstration, should be used to standardize training. An acceptable standard in the field of education is the four step teaching process, commonly referred to as IPAT.

The four-step method of instruction is a natural procedure, applicable to any instructional situation. It will fit training situations in any industry, in any area, or at any level. It is logical to proceed by first getting the attention and interest of the individual, presenting the information, and determining the trainee has learned. Its features are summarized as follows:

STEP 1 **INTRODUCTION** The first step of the teaching process should result in the arrangement of the ideas and experiences already present in the learner into such an order that they will be receptive toward the new ideas and experiences to be taught. No new knowledge is added. The trainer is interested in developing a basis upon which the instruction can rest. It is also essential that the introduction step be designed to focus on the interest of the trainee on the lesson to be learned and to provide them with a motive and enthusiasm for learning. These steps must all be thorough and complete if the new instruction is to have effective reception.

STEP 2 **PRESENTATION** The objective of the second step of the teaching process is to impart the new knowledge or skills to the trainee. This step must be related to known ideas and experiences. The trainer's goal is to arrange the material to be taught in an effective order, placing emphasis on the most essential aspects.

STEP 3 **APPLICATION** The third step of the teaching process affords the trainer the opportunity to put to use the information prepared for and presented in the previous steps. It should disclose the trainee's grasp of the details of the new subject matter and their ability to progress.

STEP 4 **TEST** The last step of the teaching process may be regarded as the final inspection of the trainee's accomplishment. The trainer is concerned with determining the trainee's present abilities and readiness to move on to a new phase of the instruction. Whether the trainer gives an oral, written, or performance test, trainees must know the nature and extent of their successes and failures.

EVALUATION PROCESS

Evaluation is an on-going process that begins when the trainer and trainee begin working together. It is not one document or conference, it is a continual process. As part of the evaluation process, the trainer needs to focus on the primary skills necessary for the trainee to perform the tasks required. A formal job-related evaluation of progress and skill development should be documented and maintained as part of the training process to meet agency standards.

The evaluation process has very specific components that must be included in every evaluation. The process includes the following:

- Setting realistic performance and conduct standards.
- Communicating standards to the trainee.
- Observing and measuring the trainee's performance.
- Providing feedback to the trainee and soliciting trainee input.
- Documenting the trainee's performance, specifically whether or not the trainee has met standards.
- Redirecting the trainee's efforts if the standard has not been met.

The following tools are utilized as part of the evaluation process:

- Observation reports
- Formal evaluation reports
- Remediation documentation
- Counseling documentation
- Critical task sign off sheets

There are many different types of evaluation forms used throughout the state. Each agency must determine which format best suits their needs. There are two different ways to measure the trainee's progress. Some agencies use a combination of the two.

1. The "solo dispatcher" concept measures the trainee's performance compared to what is expected of a competent dispatcher. Typically, the trainee will initially receive very low ratings in areas such as radio skills and telephone skills because they are not able to work independently. As they become more competent, their

ratings will improve. The trainee would be rated competent or acceptable only when they demonstrate that they are capable of working independently on a consistent basis.

2. The "time in training" concept measures the trainee's performance compared to what is reasonably expected from a trainee at that particular time in training. A trainee who is in their first week of telephone training may be rated acceptable or competent in the area of telephone skills, even though they can not work the telephone independently. After one week of training they are not expected to be able to work independently in this area. However, if after three weeks of training, the trainee is not progressing, they would probably receive unacceptable ratings.

EVALUATIONS

Evaluations are necessary to the success of any training program. Proper documentation of the trainee's performance is essential to maintain accurate records and reduce liability to the trainer and the agency. Evaluations are necessary to:

- Maintain records of trainees and their performance.
- Provide the necessary documentation to justify any action taken by management (e.g. remediation or probationary release).
- Protect the trainee from arbitrary and/or capricious actions of supervisors/management.
- Provide the agency with the means of monitoring career development (e.g. promotions, salary increases).
- Enable the agency to communicate performance expectations and document actual performance.
- Provide trainers with a training foundation.

Evaluations are training tools used to communicate and document information pertaining to the progress of the trainee. The goal of the evaluation process is to:

- Provide timely feedback to the trainee on their performance.
- Provide timely feedback to supervisors, management, and administration on trainee performance.
- Provide feedback on program effectiveness and evaluate curriculum.
- Define and reinforce performance expectations.
- Serve as a learning tool for the trainee and the trainer.
- Motivate positive performance.
- Identify training needs.
- Identify performance deficiencies and corrective actions to be taken.
- Provide recognition of accomplishments.
- Set future performance goals.

Evaluations must address measurable performance and conduct. These must be included in a standardized evaluation guideline that is used by all trainers on all evaluations. Standardized evaluation guidelines list each standard addressed on the evaluation form with a specific list of actions that are acceptable and not acceptable. Using a standardized guideline will maintain consistency in the evaluation methods used by various trainers.

Feedback should occur during the course of the shift to encourage acceptable performance and correct areas that need improvement. Feedback is most effective when provided as soon as possible after the task is completed. It is equally important to conclude each shift with a written and/or verbal evaluation to summarize the day's activities. This should eliminate any surprises on the actual written evaluation. This method provides the trainee with a new beginning at the start of the next work day. It is unfair for the trainee to go home and worry all night about the prior day's training. If there was a problem, discuss it and give suggestions for improvement. If the day went well, tell the trainee and let them feel good about their progress.

WRITING THE EVALUATION

One of the most vital responsibilities of the trainer is to document the trainee's performance and conduct in an objective and precise manner. This can be one of the most difficult duties of the trainer.

The evaluation is extremely important in order to keep an accurate and chronological record of the trainee's progress. The evaluation is the foundation for recognizing recurring deficiencies that will need to be addressed in remedial phases. The trainer must expect the same performance and conduct of all the trainees.

The statements on an evaluation must be related to actual job performance. The Critical Task Book will list the specific tasks to be covered. The written evaluation must identify how the trainee responded to these tasks. If the trainee's progress or performance is not satisfactory, the evaluation should be written in such a manner as to encourage improvement. In these cases, it is imperative to identify the area where improvement is needed, the desired improvement, and a suggestion as to how to improve. Involve the trainee in developing a corrective action plan. If the trainee meets or exceededs the guidelines set by the training program, it is important to list the performance and/or conduct that put them in this category. Be prepared to back up any statements with specific incidents (hard copies of examples will help the trainee and the trainer as a reference). We all have a tendency to want to be "the nice guy." Unfortunately, this is not always possible when documenting a trainee's performance or conduct. The trainer has an obligation to the agency to be fair, objective and honest with the trainee. It is inappropriate to let the trainee think poor performance is acceptable.

Wording should be specific. Generalizing leaves the door open for misunderstanding. Clearly state what is expected and what you have observed. Try not to use the word "you" when addressing a deficiency but be sure to use it when complimenting. Stress what is wrong and how it is to be improved, rather than who is wrong. For instance, "Radio broadcasts are sometimes choppy and lack important details."

Evaluations need to be timely. Keep the trainee informed on a constant basis as to their progress. This immediate feedback is vital. Keep notes during the day to help you in providing accurate, complete and timely feedback.

One of the most difficult problems to address is the trainee with a poor attitude. This is not something easily documented. The only way to address this is to document how the trainee's attitude affects their performance. Remember, evaluations are based on actual performance and conduct. Sometimes it can be documented in the "interpersonal skills" section of the evaluation. If this is the case, document it. Remember, if it is not documented it did not happen.

Be careful not to overlook something that may turn out to be important at a later date. As an experienced dispatcher, you have the ability to recognize those traits which may be either beneficial or detrimental to the trainee. However, it is important to document only what can be substantiated, not just a "feeling." A clear explanation of a weak area on an evaluation may help the trainee improve or it may be needed later to show a pattern of weakness in a particular area.

Do not make predictions. Even if you want to encourage the trainee, do not add statements that predict what their performance will be in the future. Document only what you have observed.

Be careful if you include second hand information in the evaluation. Information received from others may be biased and/or they may not understand the expected goals. It is difficult to explain an action you did not personally observe.

Be specific when addressing "style" vs. "technique." Style is the manner in which a task is performed. Each person has their own unique style and different styles can achieve the same goal. Technique is the systematic procedure by which a task is accomplished. While variations in style will not change the outcome, variations in technique will. When one aspect of a technique is omitted, or changed, it can affect the outcome of the task.

Keep your written evaluation objective, timely, and relevant to the job.

EVALUATION FORMS

There are several types of forms used to document the trainee's progress. Some agencies use daily observation reports. Other agencies use daily notes to create a written report at the end of each week. These and other methods are effective when used consistently by an agency within a structured training program. Each agency should develop forms that meet the agency needs.

Evaluation forms are designed to aid the trainer in evaluating the progress of the trainee in a consistent and standardized fashion. There are generally two sections to an evaluation form. The first lists categories that will receive a rating value from the trainer. The second portion is a narrative that allows the trainer to explain general observations and specific details of events. A narrative is not necessary for each category of evaluation, but is required to explain any ratings that are exceptionally high or low. The category ratings and narrative must agree in the assessment of the trainee.

When performance is deficient, the trainer is obligated to mark an "unacceptable" or "needs improvement" category in the appropriate area of a trainee's evaluation. If the trainee has a problem area, it is important to document the problem area along with steps necessary to correct the deficiency. The trainee should understand the evaluation is intended to document the performance and conduct during a specific time frame. Ratings may fluctuate from one time frame to the next. The trainee should be more concerned about their overall performance rather than one critical mark for any given rating period.

After marking the appropriate rating categories of the evaluation, it is necessary to write a brief narrative for the specific sections. Unless the task performed is not listed in the Critical Task Book, it is not necessary to list exactly which task was completed. The check off sheets in the Critical Task Book will serve that purpose. The narrative should explain how the trainee performed the task. Were they able to apply their knowledge in an acceptable manner? Did you have to repeat the instructions numerous times? How did the trainee react to your instructions? Were they defensive or were they receptive to the information given? Did they become emotional or were they able to handle the stress of the task? Did the trainee refer to their notes for the answers, or did they ask a question to which the answer was already supplied? Did they use the proper reference materials? In other words, the narrative should list how the trainee performed the task, as opposed to which task was completed.

The Critical Task Book should be used in conjunction with the evaluation forms. The Critical Task Book documents the dates a task is demonstrated, performed and when a trainee was determined to be competent in the task. Utilizing the Critical Task Book along with the evaluation form helps to alleviate the redundancy that is inherent in many evaluation systems.

Since all evaluation forms are somewhat subjective, it is imperative trainers use a standardized performance guideline. This guideline is used to gauge the trainee's performance within any rating system. All trainers must refer to this standardized guideline when writing evaluations.

Two examples of the most frequently used evaluation forms and a set of Standard Performance Guidelines are included in the following pages.

NUMERICAL RATING SYSTEM

Some agencies use a numerical rating scale with values of three, five, or seven rating points. For the purposes of illustration, a seven point scale is used in this example. The seven point rating scale ranges from (1) "not acceptable by department standards" to (7) "superior by department standards." Midpoint of the rating scale would be (4) "minimum acceptable level." In this example, there are additional sections for "not observed (NO)," "not responding to training (NRT)," and "remedial training (REM)." This particular type of evaluation form measures acceptable performance as defined by training program standards.

The additional sections utilized are as follows:

"Not Observed" (NO) - refers to any activity listed on the evaluation which the trainer did not observe sufficiently to rate or was not included in the training process to date.

"Not Responding to Training" (NRT) - is utilized when the trainee has been instructed in a particular area and fails to demonstrate a knowledge of the subject or is unable to perform the particular task at a competent level. This rating should only be used after an exhaustive training effort has been made. In each case where a trainee is not responding to training, the trainer will document the deficiencies and recommend strategies to correct those deficiencies. This may be the time to utilize a remedial training form.

"Narrative" (NAR) - is utilized when a narrative accompanies any numerical rating.

"Remedial" (REM) - is used during the period where deficiencies have been identified and remedial training strategies are being used. This remedial training is normally documented on a remedial training form and must be attached to the evaluation.

The most difficult task in this type of numerical rating system is the consistent application of the value that represents the trainee's performance in the listed job task. It is difficult not to be influenced by personal values when using a system with so many variables. Using the Standard Performance Guidelines helps to maintain a fairly consistent application. This standardization helps the trainer differentiate between unacceptable (ratings 1, 2, or 3) and acceptable (4, 5, 6, or 7) job performance. The numerical rating is determined by the trainer's interpretation of the incidents observed and the trainee's performance compared to the agencies standard. It is feasible that one trainer may assign a "2" to an incident, while another trainer may assign a "3." Both are correct based on the unacceptable/acceptable premises. The only time personal perceptions become an issue is when unacceptable performance is rated as acceptable or vice versa.

As in any type of evaluation process, it is important to add narrative to justify the ratings and make the evaluation understandable to anyone. This form has space for the information to be added by the trainer.

OBSERVATION REPORT

TRAINEE'S NAME ______________ ID# ______________ Evaluation Date ______________

TRAINER'S NAME ______________ ID# ______________ Training Period/Phase/Number ______________

Position worked and hours: ______________________________

RATING SCALE GUIDELINE

NOT ACCEPTABLE			ACCEPTABLE			SUPERIOR
1	2	3	4	5	6	7

A. PERFORMANCE

1. WRITTEN SKILLS . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
2. VERBAL SKILLS . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
3. LISTENING SKILLS . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
4. CALL TYPES AND PRIORITIES . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
5. CAD SKILLS (*) . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
6. GEOGRAPHY . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
7. STRESS CONTROL . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
8. DECISION MAKING/PROBLEM SOLVING . 1 2 3 4 5 6 7 NRT NAR REM NO
9. INITIATIVE . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
10. DATABASE . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
11. VERSATILITY/ADAPTABILITY . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
12. RETENTION OF INFORMATION . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
13. OFFICER SAFETY . . . . 1 2 3 4 5 6 7 NRT NAR REM NO

B. INTERPERSONAL SKILLS

1. COMMUNICATION SKILLS . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
2. ACCEPTANCE OF FEEDBACK . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
3. BEHAVIOR TOWARD CITIZENS . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
4. CONFIDENCE . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
5. BEHAVIOR TOWARD CO-WORKERS . . . . . 1 2 3 4 5 6 7 NRT NAR REM NO
6. BEHAVIOR TOWARD SUPERVISION . . . . . 1 2 3 4 5 6 7 NRT NAR REM NO

C. KNOWLEDGE

1. DEPT./COMMUNICATION POLICIES ..... 1 2 3 4 5 6 7 NRT NAR REM NO
2. RESOURCES .... 1 2 3 4 5 6 7 NRT NAR REM NO
3. COMMUNICATION EQUIPMENT .... 1 2 3 4 5 6 7 NRT NAR REM NO

D. JOB READINESS

1. GENERAL APPEARANCE .... 1 2 3 4 5 6 7 NRT NAR REM NO
2. PUNCTUALITY/DEPENDABILITY .... 1 2 3 4 5 6 7 NRT NAR REM NO
3. MENTAL ALERTNESS .... 1 2 3 4 5 6 7 NRT NAR REM NO

(* if applicable)

The most acceptable area of performance was category number __________. Provide examples.

The area that could use the most improvement was rating category number__________. Provide examples.

Additional comments and documentation of performance (include category numbers):
(Ratings of 1, 2, 6, or 7 require a narrative.)

TRAINER SIGNATURE Date TRAINEE SIGNATURE Date

THREE TIERED RATING SYSTEM

The three tiered rating system uses "competent," "needs improvement," and "not observed" rather than a numerical rating system. This type of evaluation form takes the subjectivity away from the trainer. It reduces the possibility of anyone claiming favoritism and/or personal values of the different trainers influencing the ratings. Personal values play a minor role in this evaluation. If the trainee is not responding to training, this would be addressed on a separate remedial training form.

The rating scale used in the system is:

Competent "C" - is used when the trainee's performance meets minimum agency standards.

Needs Improvement "NI" - is used when the trainee's performance does not meet the minimum agency standards.

Not Observed "NO" - is used when any job task listed on the evaluation was not observed sufficiently by the trainer to rate or was not included in the training process.

It is imperative that trainers use a standardized performance guideline. This guideline is essential in any type of system. The guideline specifically lists standards for the trainee to be rated "competent" or "needs improvement." All trainers must refer to the standardized guideline when writing evaluations to ensure consistent and accurate ratings.

When utilizing the three tiered system, the trainer must include a narrative. The Critical Task Book documents the date a task was explained, demonstrated, performed, and when the trainee was deemed competent in that task. The narrative section on the reverse side of the evaluation must document how the trainee performed a job task rather than listing the job task covered. Utilizing the Critical Task Book along with the evaluation form helps to alleviate the redundancy that is inherent in many evaluation systems.

EVALUATION

TRAINEE:____________________ TRAINER:____________________

DATE: ____________________

Position worked and hours: ____

RATING INSTRUCTIONS: *Rate Observed Performance of Trainee to the Following Categories.*

NI = NEEDS IMPROVEMENT **C = COMPETENT** **NO = NOT OBSERVED**

A. PERFORMANCE

1.	WRITTEN SKILLS	NI	C	NO
2.	VERBAL SKILLS	NI	C	NO
3.	LISTENING SKILLS	NI	C	NO
4.	CALL TYPESAND PRIORITIES	NI	C	NO
5.	CAD SKILLS	NI	C	NO
6.	GEOGRAPHY	NI	C	NO
7.	STRESS CONTROL	NI	C	NO
8.	DECISION MAKING/PROBLEM SOLVING	NI	C	NO
9.	INITIATIVE	NI	C	NO
10.	DATABASE	NI	C	NO
11.	VERSATILITY/ADAPTABILITY	NI	C	NO
12.	RETENTION OF INFORMATION	NI	C	NO
13.	OFFICER SAFETY	NI	C	NO

B. INTERPERSONAL SKILLS

1.	COMMUNICATION SKILLS	NI	C	NO
2.	ACCEPTANCE OF FEEDBACK	NI	C	NO
3.	BEHAVIOR TOWARD CITIZENS	NI	C	NO
4.	CONFIDENCE	NI	C	NO
5.	BEHAVIOR TOWARDS CO-WORKERS	NI	C	NO
6.	BEHAVIOR TOWARDS SUPERVISION	NI	C	NO

C. KNOWLEDGE

1.	DEPT/COMMUNICATIONS POLICIES	NI	C	NO
2.	RESOURCED	NI	C	NO
3.	COMMUNICATION EQUIPMENT	NI	C	NO

D. JOB READINESS

1.	GENERAL APPEARANCE	NI	C	NO
2.	PUNCTUALITY/DEPENDABILITY	NI	C	NO
3.	MENTAL ALERTNESS	NI	C	NO

____________________ ____________________ ____________________
TRAINEE TRAINER SUPERVISOR

PERFORMANCE:

INTERPERSONAL SKILLS:

KNOWLEDGE:

JOB READINESS:

STANDARD PERFORMANCE GUIDELINES

The following is one example of a Standard Performance Guideline that would easily be used for a competent/needs improvement rating value system. Agencies using numerical values may adapt this guideline using the Competent Standard as the acceptable value of the rating scale. Outstanding Standards are easily developed from this example. Trainers must use their agency's standardized guidelines when completing evaluations to ensure consistency.

A. PERFORMANCE

1. WRITTEN SKILLS

COMPETENT

General ability to compile a concise, organized incident mask, call history, daily log entry, or any written communication in a timely fashion:

- Complete statement of facts
- Specific crime elements delineated
- Proper grammar
- Concise, understandable language
- Complete and accurate suspect and/or vehicle information

NEEDS IMPROVEMENT

General inability to accurately organize a concise, understandable incident mask, call history, daily log entry, or any written communication in a timely fashion:

- Omission or misstatement of facts
- Elements of crime missing
- Confusing or misleading narrative
- Spelling Errors
- Suspect and/or vehicle information missing or incomplete

2. VERBAL SKILLS

COMPETENT

General ability to accurately relay necessary information verbally to others in a concise, timely and understandable manner:

- Complete statement of facts
- Controlled command of conversation
- Concise, understandable language
- Controlled voice inflection
- Adheres to F.C.C. regulations

NEEDS IMPROVEMENT

General inability to accurately relay necessary information verbally to others in a concise, timely, and understandable manner:

- Incomplete statement of facts
- Poor command of conversation
- Poor voice inflection
- Confusing or misleading language

3. LISTENING SKILLS

COMPETENT

General ability to accurately hear and comprehend information relayed to the trainee via phone, radio, or by voice:

- Comprehends information received
- Rarely misses a radio transmission
- Hears verbal communications within the center
- Rarely has to have information repeated

NEEDS IMPROVEMENT

General inability to accurately hear and comprehend information relayed to the trainee via phone, radio, or by voice:

- Does not comprehend information received
- Misses radio transmissions
- Does not hear verbal communications within the center
- Must have others repeat on a continual basis

4. CALL TYPES AND PRIORITIES

COMPETENT

General ability to accurately memorize and apply appropriate call types and priorities to calls for service:

- Knows the difference between high and low priority calls
- Codes are used correctly
- Radio/telephone traffic is prioritized correctly

NEEDS IMPROVEMENT

General inability to accurately memorize and apply appropriate call types and priorities to calls for service:

- Does not differentiate between high and low priority calls
- Codes used incorrectly
- Radio/Telephone traffic not prioritized correctly

5. CAD SKILLS

COMPETENT

General ability to accurately memorize and utilize the commands as they apply to various inquiries and functions:

- Use Info/Data files efficiently
- Use system inquiries efficiently
- Use help files
- Use dispatch commands accurately and timely

NEEDS IMPROVEMENT

General inability to accurately memorize and utilize the commands as they apply to various inquiries and functions:

- Does not use Info/Data files efficiently
- Does not use system inquiries efficiently
- Does not use help files
- Does not use dispatch commands accurately and timely

6. GEOGRAPHY

COMPETENT

General ability to memorize major landmarks within the city and utilize the various map books efficiently:

- Utilizes map books efficiently
- Uses computerized street listings/directions
- Displays knowledge of beat structure and jurisdictions
- Identifies major landmarks

NEEDS IMPROVEMENT

General inability to memorize major landmarks within the city or utilize the various map books efficiently:

- Does not use map books properly
- Does not use computerized street listing/directions
- Does not understand beat structure and jurisdictions
- Does not identify major landmarks

7. STRESS CONTROL

COMPETENT

Exhibits a controlled attitude and able to maintain order:

- Control of temper and emotions
- Visibly calm/controlled voice
- Contains situation
- Functions well during emergency situations

NEEDS IMPROVEMENT

Outwardly emotional and unable to maintain order:

- Loses temper or control of emotions
- Visibly nervous and agitated
- Loses control of situation
- Functions poorly during emergency situations

8. DECISION MAKING/PROBLEM SOLVING

COMPETENT

General ability to make independent decisions and solve problems reasonably:

- Effectively reasons out problems
- Considers options/alternatives
- Solicits other opinions/views
- Flexibility
- Prioritizes and handles multiple calls/requests
- Makes appropirte decisions

NEEDS IMPROVEMENT

General inability to make independent decisions or solve problems reasonably:

- Uses poor reasoning with problems
- Fails to consider options/alternatives
- Fails to solicit other opinions/views
- Inflexible
- Does not prioritize and handle multiple calls/requests
- Makes inappropriate decisions

9. INITIATIVE

COMPETENT

General ability to do the extras to increase efficiency, job knowledge and job performance:

- Needs minimal supervision
- Tends to do more on their own to increase efficiency
- Utilizes the computer/resources
- Utilizes free time for study/review
- Researches and seeks assistance when necessary

NEEDS IMPROVEMENT

General inability to do the extras to increase efficiency, job knowledge and job performance:

- Needs continual direction/supervision
- Tends to do less than the minimum required
- Failure to use computer/resources
- Idle during free time/wastes time
- Asks for answers instead of researching

10. DATABASE

COMPETENT

Has a good working knowledge of related data base and teletype systems:

- Familiar with and uses basic inquiry/entry formats
- Correctly interprets information
- Responses are completed in a timely manner
- Familiar with agency identifiers

NEEDS IMPROVEMENT

Does not have a good working knowledge of related data base and teletype systems:

- Does not use basic inquiry/entry formats
- Frequently misinterprets information
- Responses are delayed
- Unfamiliar with agency identifiers

11. VERSATILITY/ADAPTABILITY

COMPETENT

General ability to be flexible and adaptable:

- Flexible
- Adapts to changing situations
- Applies acquired knowledge to new situations

NEEDS IMPROVEMENT

General inability to be flexible and adaptable:

- Inflexible
- Does not adapt to changing situations
- Does not apply acquired knowledge to new situations

12. RETENTION OF INFORMATION

COMPETENT

General ability to retain information:

- Recalls recent transmissions/conversations
- Recalls most recent calls for service
- Recalls and applies prior instruction
- Recalls and applies policies and procedures

NEEDS IMPROVEMENT

Inability to recall information:

- Does not recall recent transmissions/conversations
- Does not recognize previous calls for service
- Does not recall or apply prior instruction
- Does not recall or apply policies and procedures

13. OFFICER SAFETY

COMPETENT

General ability to recognize officer safety issues:

- Maintains and appropriately updates unit status and/or location
- Timely broadcast of critical information
- Obtains information regarding weapons, drugs, alcohol
- Obtains complete and accurate locations and descriptions

NEEDS IMPROVEMENT

General inability to recognize officer safety issues:

- Does not maintain correct unit status and/or location
- Does not broadcast critical information in a timely manner
- Fails to ask about weapons, drugs, and alcohol
- Does not obtain complete and accurate locations and descriptions

B. INTERPERSONAL SKILLS

1. COMMUNICATION SKILLS

COMPETENT

Verbal expression consistent and appropriate to the given situation:

- Controlled voice command and inflection
- Expresses thoughts clearly
- Reads and/or relays information received

NEEDS IMPROVEMENT

Verbal expression inconsistent and inappropriate to the given situation:

- Poor voice command and inflection
- Does not express thoughts clearly
- Does not read and/or relay information received

2. ACCEPTANCE OF FEEDBACK

COMPETENT

Able to accept feedback in a constructive manner:

- Utilizes feedback in future efforts
- Accepts feedback without being argumentative, defensive
- Accepts responsibility for acts

NEEDS IMPROVEMENT

Unable to accept feedback in a constructive manner:

- Becomes argumentative and/or defensive
- Rationalizes
- Refuses to make correction
- Hostile

3. BEHAVIOR TOWARD CITIZENS

COMPETENT

Generally establishes competent, courteous interpersonal contacts:

- Friendly
- Empathetic
- Impartial
- Non-discriminatory
- Objective
- Professional
- Patient
- Polite

NEEDS IMPROVEMENT

Unable to establish competent, courteous interpersonal contacts:

- Abrupt
- Belligerent
- Overbearing
- Racist
- Sexist
- Patronizing
- Impatient
- Impolite

4. CONFIDENCE

COMPETENT

Behavior indicates positive self confidence:

- Self-reliant
- Self-motivated
- Self-starter
- Positive interaction with others
- Decisive

NEEDS IMPROVEMENT

Behavior indicates lack of self confidence:

- Timid
- Lack of confidence
- Negative

- Overly aggressive
- Extremely critical of others
- Avoids interaction with others
- Indecisive

5. BEHAVIOR TOWARD CO-WORKERS

COMPETENT

Respects and supports the duties, roles and responsibilities of other department personnel:

- Considerate
- Sincere
- Team player
- Supportive
- Good listener
- Gets along with and is respectful of other departmental personnel

NEEDS IMPROVEMENT

Belittles and does not support the duties, roles and responsibilities of other department personnel:

- Inconsiderate
- Insincere
- Uncooperative
- Sarcastic
- Gossips
- Alienates co-workers
- Does not get along with or is disrespectful of other department personnel

6. BEHAVIOR TOWARD SUPERVISORS

COMPETENT

Respects and supports the duties, roles and responsibilities of supervisors:

- Follows the chain of command
- Respectful of trainers and supervisors
- Does not criticize supervisors or the department
- Gets along well with and is respectful of other department supervisors

NEEDS IMPROVEMENT

Belittles and does not support the duties, roles and responsibilities of supervisors:

- Does not follow the chain of command
- Insubordinate or disrespectful of trainers and supervision
- Subverts or criticizes supervisors or the department
- Does not get along with or is disrespectful of other department supervisors

C. KNOWLEDGE

1. DEPARTMENT/COMMUNICATIONS POLICIES

COMPETENT

Working knowledge of and ability to apply department/division policies and procedures:

- Understands policy/procedures
- Applies policy/procedures
- Knows how to access policy/procedure manuals

NEEDS IMPROVEMENT

Unfamiliar with department/division policies and procedures and how to apply them:

- Does not understand policy/procedures
- Does not apply policy/procedures
- Does not know how to access policy and procedure manuals

2. RESOURCES

COMPETENT

Understands and utilizes available resources efficiently:

- Understands how to utilize resources
- Reviews resources periodically
- Knows what/where information is available

NEEDS IMPROVEMENT

Does not understand and/or utilize available resources:

- Does not understand how to utilize resources
- Relies on others for answers rather that utilizing resources
- Does not know what/where information is available

3. COMMUNICATIONS EQUIPMENT

COMPETENT

Has a working knowledge of the equipment utilized in the communications center:

- Utilizes radio equipment appropriately
- Utilizes telephone equipment properly, including TDD equipment

NEEDS IMPROVEMENT

Does not have a functional knowledge of the equipment utilized in the communications center:

- Does not use radio properly
- Does not use telephone equipment and/or TDD equipment properly

D. JOB READINESS

1. GENERAL APPEARANCE

COMPETENT

Grooming indicates sense of professional pride:

- Clean, appropriate attire
- Adheres to agency grooming standards
- Appropriate personal hygiene

NEEDS IMPROVEMENT

Grooming indicates lack of professional pride:

- Attire is dirty or in disrepair
- Does not adhere to agency grooming standards
- Lack of personal hygiene

2. PUNCTUALITY/DEPENDABILITY

COMPETENT

Generally on time and is responsible for the communications position being held:

- Is punctual for shift/work assignment
- Uses sick time in accordance with agency standards
- Is responsible for work assignment

NEEDS IMPROVEMENT

Is generally late and/or absent from work or is not being responsible for the communications position being held:

- Late for shift/work assignment
- Abuses or exceeds agency standards in use of sick time
- Does not handle responsibility of work assignment

3. MENTAL ALERTNESS

COMPETENT

Generally alert and able to focus on the job responsibilities:

- Well rested
- Alert
- Eager to learn
- Responds appropriately to situations

NEEDS IMPROVEMENT

Generally unable to focus on the job responsibilities:

- Tired
- Preoccupied
- Unable to concentrate
- Does not respond appropriately to situations

PRESENTING THE EVALUATION

After writing the evaluation, the trainer must discuss it with the trainee. When appropriate, begin and end the evaluation session on a positive note. The evaluation can be used as a format for presentation. The trainer should cover the general sections and expand on each individual topic.

Prior to discussing the evaluation with the trainee, the trainer should:

- Know what you want the trainee to gain from the session.
- Be familiar with all aspects of the trainee's performance.
- Anticipate the trainee's reaction and prepare for possible responses.
- Be specific. Don't hint and expect the trainee to understand.
- Maintain confidentiality. Evaluations are confidential documents and cannot be shared by the trainer with anyone who is not authorized.
- Present the evaluation in a timely manner.
- Create a positive environment.
- Encourage discussion and actively solicit feedback from the trainee.
- Encourage the trainee to correct deficiencies and maintain acceptable behaviors. When a performance deficiency is noted, develop a corrective action plan with the trainee. Get the trainee involved in the process.
- Set measurable and attainable goals for the trainee.
- When necessary, state rewards/consequences of a noted behavior.

Use supporting documents, such as call history and teletypes, when presenting an area for improvement to the trainee. The trainer and trainee have something concrete to work with by using these documents. When possible, allow the trainee to help find the solutions for any problem areas. Let the trainee know you are interested in their input. Remember, the trainee may become defensive and anxious when discussing performance and conduct deficiencies. Help the trainee understand that deficiencies are not personal in nature and they can be corrected. Let the trainee know you are there to help.

Set realistic goals for the trainee. Explain what is expected by the next evaluation. If necessary, use the remedial training form to set specific goals. The trainer must follow up on the goals. This will help the trainee understand exactly what is expected and alleviate any possible misunderstandings.

Make sure the evaluation presentation is held in a private area. There can be a much better exchange of information if it is between the trainee and trainer without interruptions. The trainee will be more comfortable if they are assured their performance deficiencies are not going to be discussed in front of their co-workers.

One of the most important reasons for the evaluation session is to keep an open line of communication between the trainer and the trainee. By soliciting feedback and actively listening, the trainer is showing an interest in what the trainee has to say. Concerns of the trainee can be brought out and discussed at this time.

This is a three phase process; the trainer presents the evaluation, feedback is solicited from the trainee, and the trainer acknowledges the trainee's input. Use this time to allow the trainee to become involved in the process.

Be open, honest, and direct. The trainee cannot improve if they do not know exactly what type of performance and conduct is expected.

Do not tolerate a resistant and confrontational trainee. If a problem cannot be resolved, the trainer may want to include the supervisor in the evaluation session. Remember, the trainer is the immediate supervisor to the trainee.

REMEDIATION PROCESS

Remediation is used whenever a trainee does not meet the expected goals within a time frame established by the agency. All remediation must be documented. Many agencies use an action plan for planning and documenting remedial training.

What is an action plan? An action plan identifies specific performance and conduct deficiencies, lists specific training assignments, states clear and realistic goals, and identifies a time frame for completion.

Why should an action plan be developed? An action plan needs to be developed when specific deficiencies have been identified and the trainee has not responded to conventional training methods.

Who submits an action plan? Depending on agency guidelines, either the trainer, supervisor, or manager is responsible for developing the action plan for the trainee. If developed by the trainer, it is forwarded to the appropriate supervisor or manager for review and approval.

When is the action plan presented to the trainee? The trainee will be presented with the action plan once it has been reviewed and approved. It is important to present the action plan in a private setting. It should be given in a constructive manner. Encourage the trainee to ask questions or express concerns regarding their performance. This will help to ensure understanding of the plan and the agency's expectations.

When a performance deficiency is observed, requiring the use of an action plan, it is helpful to use a standardized form. This helps the trainer document improvement and ensures adherence to established training guidelines.

The deficiencies listed in an action plan should be clearly stated and directly related to job performance and conduct. These deficiencies must have been documented on previous evaluations. The training assignment(s) listed on the remedial training form must be consistent with the stated goals, related to job performance, and give specific objectives to be achieved within a stated time frame.

REMEDIAL TRAINING FORM

The purpose of the remedial training form is to document the action plan. Two examples of remedial training forms are provided. Regardless of the form used, the remedial training form must document:

- Previously identified deficiencies.
- Training that is planned to correct the deficiency.
- Time frame for completion of the action plan.
- Results of remedial training.
- Additional action if necessary.

Keep in mind the goal of remediation is success. Identifying a specific deficiency and developing an action plan will hopefully, lead to improvement and a competent trainee.

REMEDIAL TRAINING FORM

TRAINEE:________________________________ DATE:__________________

Your trainer has identified one or more deficiencies that need your immediate attention for improvement. You will be expected to fully complete the following training assignment by:________________.
DATE

PERFORMANCE DEFICIENCIES:

Define specifically, giving examples.

TRAINING ASSIGNMENT:

Describe the specific assignments given to the trainee to correct the deficiency.

Trainer________________________________

Trainee________________________________

ASSIGNMENT COMPLETION:

1. Has the trainee satisfactorily completed the remedial training?

   YES______ NO______

2. Is the trainee now performing at a competent level?

   YES______ NO______

3. Has an additional assignment been given?

   YES______ NO______

COMMENTS:

____

____

____

____________________ ____________________ ____________________
TRAINEE TRAINER SUPERVISOR

REMEDIAL TRAINING FORM

TRAINEE: ______________________________

DATE : ______________________________

YOU HAVE BEEN EVALUATED BY YOUR TRAINER AS NEEDING ADDITIONAL TRAINING IN:

DEFICIENCY

The trainer will define the specific performance deficiency. Give examples and describe in detail, the training and remedial training which has already been completed.

____

____

____

TRAINING ASSIGNMENT

During the next __________ working shifts, your assignment will be as follows:

(The trainer will describe the specific assignment given the trainee to correct the stated deficiency. The assignment will be given in terms of specific performance goals, i.e., practice reading vehicle registrations at least four times each shift, for the next four shifts).

Trainees will be expected to perform at a competent level in the identified area:

____

____

____

____________________	____________________	____________________
TRAINEE	TRAINER	SUPERVISOR

FOLLOW-UP

1. Has the trainee completed the remedial training plan? **YES** ☐ **NO** ☐

____

____

____

2. Is the trainee performing at a competent level in the identified area? **YES** ☐ **NO** ☐

____

____

____

3. Has an additional assignment been given? **YES** ☐ **NO** ☐

____

____

____

If the training plan is not satisfactorily completed, specific recommendations must be made to assist in improving the trainee's deficient performance. Additional remedial training forms must be generated outlining a follow-up plan.

It is the responsibility of the trainer who initiates this process to communicate to the next trainer, if applicable, so that follow-up can be monitored.

__________________________ ________________
TRAINEE DATE

__________________________ ________________
TRAINER DATE

__________________________ ________________
SUPERVISOR DATE